**History 317 Twentieth Century Science**
MWF 1:00-2:15
Rayzor 204

Prof. Cyrus Mody
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Office hours: by appointment

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| **Grading**: | In-class participation: | 30% |
| | Midterm paper | 30% |
| | Final paper | 40% |

**Participation**: This course will largely be conducted through in-class discussion, so active participation in discussion is crucial. You should come to each meeting prepared to engage in a scholarly conversation with myself and the other students.

**Presentations of primary and secondary sources**: I would like to make this course an experimental site for hands-on and semi-directed training in critical reading and presentation skills. To do that, I would like each student to take responsibility for presenting one primary source and one secondary source each week.

For primary sources, I suggest you use an editorial or news item from *Science* or *Nature*, the premier general science anglophone journals. These are available online through the Fondren website. You should post your primary source to the course Owl-Space site by 5:00 p.m. the day before we discuss the primary sources for that week. Every student should post a different source, so look through the other submissions before posting yours. Try to look at all the posted sources before coming to class. In class, you should talk about your source for a few minutes; what does your source indicate about the conditions and conduct of science in the years under discussion?

For secondary sources, I have compiled a bibliography of articles from the past thirty years on topics in the history of science. Each week I will distribute a portion of that bibliography dealing with the decade of the twentieth century that we will be discussing the following week. Each student will select an article from the bibliography (or find one on their own, as long as you clear it with me) and present a summary of the article in class the next week.

**Assignments**: There will be two papers for this course – a midterm paper of 10-12 pages and a final paper of 12-15 pages. You will have roughly two weeks with no class assignments in which to write each paper. For each paper, you should craft an argument about the period under discussion (up to 1957 for the first paper; up to 2000, with an emphasis on post-1957, for the second) using the primary and secondary sources we have discussed in class. You will probably want to concentrate on the sources that you yourself have presented, so keep that in mind when you choose which articles to present. However, your argument will be more textured if you bring in primary and secondary sources presented by the other students. You are allowed one rewrite-regrade for the first

paper. For the final paper, you may give me a draft by noon on Wednesday, April 29 and I will give you comments and suggestions for improvement by the next day.

**Note**: any student with a documented disability needing academic adjustment or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact Disabled Student Services in the Allen Center.

**Learning outcomes**: By the end of this course, you should be able to articulate the general contours of science in the 20th century as a human, social, globally-distributed enterprise with complex connections to politics, religion, technology, commerce, warfare, class, race, gender, colonialism, and a variety of other facets of human history. While I don't expect you to remember most of the specifics of the course once you graduate, I would like you to (A) be able to relearn this material very quickly if you ever have another occasion to study the history of science; (B) be able to dispense with some common myths about science and scientists; and (C) be able to read about current public debates in which science figures with an eye to the broad points we discuss in this course.

You should also pick up some practical skills during this semester, if you have not done so already. In particular, you will need to know how to listen and take notes, summarize an argument, find and read closely primary historical documents, and present your own thoughts for discussion.

**Plagiarism and the Honor Code**: Every assignment in this course is covered by Rice's Honor Code. I won't ask you to check off the Honor Code box on your regular homeworks, but you are still required to abide by it. That means that you **must** adhere to standard US academic practice when it comes to originality of work and citation of sources. **Any** time you quote from a source, you must cite that source and you must indicate that you are quoting rather than paraphrasing. Any time you paraphrase a source, you must acknowledge it. If you rely on an idea borrowed from someone else, you should indicate that. I am not a stickler for any particular citation style, but whatever style you choose should be (A) consistent and (B) clear enough that your reader can track down your source and verify it.

**Schedule:**

**Tuesday, January 13**: Introduction, lecture pre-1900 up to the Great War

**Thursday, January 15**: Lecture, 20th Century overview

**Tuesday, January 20**: Article discussion: 1900-1914

**Thursday, January 22**: Primary source discussion: 1900-1914

**Tuesday, January 27**: Article discussion: 1914-1918

**Thursday, January 29**: Primary discussion: 1914-1918

**Tuesday, February 3**: Article discussion: 1918-1929

**Thursday, February 5**: Primary discussion: 1918-1929

**Tuesday, February 10**: Article discussion: 1929-1939

**Thursday, February 12**: Primary discussion: 1929-1939

**Tuesday, February 17**: Article discussion: 1939-1945

**Thursday, February 19**: Primary discussion: 1939-1945

**Tuesday, February 24**: Article discussion: 1945-1957

**Thursday, February 26**: Primary discussion: 1945-1957

**Tuesday, March 10**: No scheduled class

**Thursday, March 12**: No scheduled class

***Midterm paper due by noon on Monday, March 16***

**Tuesday, March 17**: Article discussion: 1957-1967

**Thursday, March 19**: Primary discussion: 1957-1967

**Tuesday, March 24**: Article discussion: 1967-1973

**Thursday, March 26**: Primary discussion: 1967-1973

**Tuesday, March 31**: In-class session on final paper

***Final paper outline, abstract, and sources due by noon on Monday, April 6***

**Tuesday, April 7**: Article discussion: 1973-1980

**Thursday, April 9**: Primary discussion: 1973-1980

**Tuesday, April 14**: Article discussion: 1980-1989

**Thursday, April 16**: Primary discussion: 1980-1989

**Tuesday, April 21**: Article discussion: 1989-2000

**Thursday, April 23**: Primary discussion: 1989-2000

***Final paper due by midnight on May 6***